



State of Vermont
Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501

To: Vermont Special Education Administrators

From: Karin Edwards, Director
Student Support Services Team

Date: September 9, 2009

Re: IEP transition plan changes

Field Memo No.: FM09-12

Recently there have been changes in the data that we are required to submit to OSEP for the state Annual Performance Plan. Among these are changes to the data collected for Indicator 13, Secondary Transition. In the future we will be required to use a checklist developed by the National Secondary Transition Technical Assistance Center (NSTTAC) to review transition goals in IEPs. The checklist is attached for your information. The changes in reporting requirements necessitate changes on the transition goal pages of the IEP form. Guidance on what the changes are and why they were made can be found in the guidance document which is attached.

One important change to note is the inclusion of post graduation *outcomes* in the areas of employment, post secondary education and independent living as part of transition planning. These *outcomes* are defined as what the student hopes to achieve after leaving high school. Please note that in the regulations and on the Indicator 13 checklist, the term post secondary goal is used. The terms “post secondary goal” and “post graduation outcome” are synonymous. Please remember that post secondary goals/outcomes are different than annual transition goals (see guidance document for further explanation).

The responsibility on the part of LEAs for ensuring that annual transition goals and supporting transition services are in place is unchanged. Having clear post graduation anticipated outcomes will assist IEP teams in designing more effective transition goals and services to support the end outcome. This does not change special education entitlements; LEAs are only responsible for delivery of services prior to graduation.

To help you understand this change we have created a guidance document using the IEP transition plan template. The changes to the form have been shared with Richard Smith so that they can be incorporated into SpedDoc. Please bookmark our online transition resource center and check back frequently for updates and new resources. [TRIPSCY](#)

Another resource which has sample post secondary goals/outcomes as well as annual IEP transition goals is the NSTTAC professional development website.

http://www.nsttac.org/tm_materials/Default.aspx

Instructions for using the guidance document

1. Open the document and see the headings of each section. You'll notice that each sub heading is in blue and can be clicked on for more information (you have to hold the control button down when clicking your mouse on it).
2. Once you have clicked to get to definitions, examples or resource then you can click "back to top" in order to go back to where you were.

If you have questions or would like to set up transition training for your staff feel free to contact John Spinney at 828-5127 or john.spinney@state.vt.us.

Attachment:

2009-2010 Vermont IEP Transition Plan Guidance Document

Click the blue hyperlinked headings for more information about each section. The yellow highlighted sections indicate that it is new for the 2009-2010 school year.

Please contact us with questions,

john.spinney@state.vt.us

Or troy.mcallister@state.vt.us

Individualized Education Program

Post Secondary Transition Plan, Page One

Student Name: _____ IEP Meeting Date: ____/____/____

Current Grade Level: _____ Expected Date of Graduation: ____/____/____

Evidence of involving student & related agencies: *Identify method(s) of outreach to student and interagency partners, e.g., letter/date, phone call/date, email/date*

List Age Appropriate Transition/Vocational Assessments (by name of the Assessment and the Date Administered):

Example- Brigance Life Skills/ Employability Skills Inventory 8-25-09

Summary of Assessment results (what we learned about the student):

Example- Student showed strong preferences for careers in the culinary / food service occupation strands. Additionally he demonstrated high capacity for social interaction and visual tasks. Career exploration should connect all these assests and be conducted within the food service / hospitality industry.

Student's post graduation expected outcomes (These outcomes are developed in collaboration with the student and the family. They are generally understood to refer to those outcomes that a child hopes to achieve after leaving high school.)

Post-Secondary Employment Outcome (required):

Example- The summer after leaving high school, student will obtain a part-time position in a community retail environment.

Post-Secondary Education or Training Outcome (required):

Example- Upon completion of high school, student will enroll in courses at Community College of Vermont.

Independent Living Outcome (as appropriate):

Example- Upon completion of high school, student will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.

Individualized Education Program
Post Secondary Transition Plan, Page Two

Coordinated, Measurable, Annual Transition Goals based upon student preference, interests and required transition assessments listed above. (*Consider various options such part-time employment, supported job placements, service learning projects, work experience, job shadowing, internships, practice in resume writing and interviewing skills, the use of resource centers and job specific skills regarding customer service or technology*):

Community Employment Goal (required):

See samples on TRIPSCY
[TRIPSCY Transition Resources](#)

Vocational Training Goal (if needed): (*think “pre-employment” skills. For example: a student may need to seek time with a mentor/counselor to develop anger management skills to deal with the work related frustrations. A student may need to spend time with an SLP to develop clear, appropriate speech and good eye contact while talking to co-workers. A student may need to acquire the skills to drive a fork lift before applying for a warehouse job. A student may have to practice community mobility in order to get to a job site independently.*)

See samples on TRIPSCY
[TRIPSCY Transition Resources](#)

Post-Secondary Education Goal (if appropriate, if not indicate with an N/A):

See samples on TRIPSCY
[TRIPSCY Transition Resources](#)

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**Progress Review
Dates**

Individualized Education Program		Post Secondary Transition			
Plan, Page Three					
<p>Coordinated, Measurable, annual Transition Goals based upon student preference, interests and required transition assessments listed on the previous page. <i>(Consider options such as participation in community based experiences, learning how to independently access community resources, building social relationships, managing money, understanding health care needs, utilizing transportation options and organizational skills):</i></p> <p>Independent Living Goal (if appropriate, if not, indicate with an N/A):</p> <p>See samples on TRIPSCY TRIPSCY Transition Resources</p> <p>Community Participation Goal (if appropriate, if not, indicate with an N/A):</p> <p>See samples on TRIPSCY TRIPSCY Transition Resources</p>	Progress Review Dates				
<p><u>Describe the Coordinated Interagency Linkages and Responsibilities</u> (services provided or paid for from another agency and a timeline for completion):</p> <p>Back to top</p>					
<p>If the student will be reaching age 17 during the duration of this IEP, they have been notified that parental rights will transfer to the student upon reaching the age of 18 ↑Yes ↑No</p> <p>If not, please specify how they were notified):</p>					
<p><u>State and Local Transition Course of Study Requirements:</u></p> <p>Requirement: You must check the appropriate box below and develop the corresponding course of study form that follows for either specialized courses or alternative credits earned through a multi-year plan.</p> <p> <input type="checkbox"/> Standard Course of Study <input type="checkbox"/> Specialized Course of Study for Post-Secondary Annual Outcomes <input type="checkbox"/> Multi-year plan for Graduation Requirements </p>					
Page __ of __				Form 5	

**Individualized Education Program
Post Secondary Transition Plan, Page Four**

Student Name: _____ **IEP Meeting Date:** ____ / ____ / ____

Document the specialized course of study or alternative credit courses/programming to support the transition plan:

School Year	Grade Level	Course Required for Graduation and/or Post-Secondary Annual Outcome	Credit Required	Alternative Course or activity	Alternative Credit
09-10 (Example)	11	Algebra 2	2	Life-skills math 1	2

If alternative credits are being granted through a multi-year plan, this page must be signed by the Superintendent or their designee:

Superintendent or Designee Signature

Date

Vermont Post Graduation Expected Outcomes:

Definition- 1: A post graduation expected outcome is “generally understood to refer to those outcomes that a child hopes to achieve after leaving secondary school (i.e., high school)” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668) A postsecondary outcome is not the process of pursuing or moving toward a desired outcome.

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Post Secondary Employment Outcomes

EXAMPLES (1.3a – 1.3t, 1.5a – 1.5d)

1.3a: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- John will work in an on-campus part-time job while in college.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Obtaining employment is the focus of the statement.
 - b. Working part-time is an explicit outcome that can be observed.
 - c. The phrase “while in college” indicates that the outcome will occur after John has graduated from high school.

1.3b: Nonexample:

- John will attend a job fair on the college campus.
 - This outcome statement does not meet I-13 standards for item #1 for the following reasons:
 - a. While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary outcome.
 - b. This activity could occur while John is still in high school.

1.3c: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- After college, Allison will have a career in the field of early childhood education.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. The focus of the outcome statement is Allison’s postsecondary employment.
 - b. While this a long-term outcome statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
 - c. The outcome must occur after high school.
 - d. The outcome is supported by Allison’s postsecondary education/training outcome.

1.3d: Nonexample:

- Allison hopes to work with young children someday.

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- This outcome does not meet I-13 requirements for Item #1 for the following reasons:
 - a. “Hopes” is not a measurable outcome.
 - b. “Work with young children” does not necessarily indicate an employment outcome.

1.3e: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- In the future Jamarreo will be a self-employed welder.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. The action will occur after high school.
 - b. The result of this outcome is observable (i.e., Jamarreo will or will not be a self-employed welder).

1.3f: Nonexample:

- Jamarreo wants to work as a welder.
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. “Want” is not an outcome.
 - b. This outcome statement is not measurable.

1.3g: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. It is stated that the outcome will occur after graduation from high school.
 - b. The outcome is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

1.3h: Nonexample:

- Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. Applying to vocational rehabilitative services is an activity not an outcome.
 - b. This outcome is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary outcome for her employment.

1.3i: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Participation in employment is the focus of this outcome.

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- b. Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
 - c. The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
 - d. It is stated in this outcome that community employment will be sought after graduation.

1.3j: Nonexample:

- Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. “Hopes” is not an observable behavior.
 - b. The expectation for learning, or behavior, is not explicitly stated.

1.3k: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Participation in employment is the focus of this outcome.
 - b. Increasing work hours is measurable.
 - c. The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
 - d. It is stated in this outcome that increased employment and use of adult services will occur after Alex leaves high school.

1.3l: Nonexample:

- Alex will work with vocational rehabilitative services to ensure community employment.
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. Working with VR is not measurable as stated.
 - b. The expectation for learning, or behavior, is not explicitly stated.
 - c. “Ensure community employment” suggests a process, not an outcome.
 - d. It is not clear that the activities will continue to occur, or will occur after high school.

1.3m: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Obtaining part-time employment is observable. [Back to top](#)
 - b. This employment outcome is also consistent with both of Lissette's postsecondary education and independent living.
 - c. The action will occur after graduation.

1.3n: Nonexample:

- Lissette will get a job. [Back to top](#)
 - This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Lissette is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.

1.3o: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- After graduation, Jeremy will be employed part-time in the community with supports.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. The outcome statement includes an observable behavior.
 - b. The criterion “with supports” is unnecessary for this to meet the standards for I-13, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment outcome.

1.3p: Nonexample:

- Jeremy hopes to work at a store near his home part-time after high school.
 - This outcome statement does not meet I-13 standards for Item #1 for the following reason:
 - a. “Hopes” is not observable.

1.3q: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. The action in the statement is observable.
 - b. The outcome statement is focused on postsecondary employment.

- c. While not required, this postsecondary employment outcome statement corresponds to Paulo's postsecondary education/training outcome and is founded on Paulo's interests (i.e., job-shadowing experience he enjoyed).

1.3r: Nonexample:

- After graduation, Paulo will be referred to Vocational Rehabilitation for assistance with job placement through assessments and temporary supports
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. A referral to vocational rehabilitation is an activity, not a outcome.
 - b. A referral to vocational rehabilitation is a transition service that should occur to support a postsecondary employment outcome while Paulo is still in school.

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1.3s: This is an example of a measurable postsecondary outcome in the domain of employment.
Example:

- Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. It is stated that the outcome will occur after graduation from high school.
 - b. The outcome is stated measurably: "obtain" and "work" can be observed as occurring or not, within three months of graduation.

1.3t: Nonexample:

- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. Expressing preference about employment preferences is an activity. Expressing preference about employment is not an outcome.
 - b. This outcome is an activity that should be engaged in with Kevin prior to and throughout secondary transition. It does not reflect a postsecondary outcome for his employment.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary outcome statement. The following examples illustrate outcomes that meet the criteria for measurable postsecondary outcomes for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a measurable post-secondary outcome in the domains of education and employment.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This outcome meets I-13 standards for Item #1 for the following reasons:

- a. Enrolling in a four-year college is observable.
- b. Obtaining an undergraduate degree in history and education is measurable.
- c. Becoming a high school social studies teacher is also observable.
- d. The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
- e. These outcomes logically must occur after high school (and it is stated that the outcome will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. It occurs before Jason will have left high school.
 - b. “Apply” is an activity or process, not an outcome. [Back to top](#)

1.5c: This is an example of a measurable post-secondary outcome in the domains of education/training, employment, and independent living.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this outcome.
 - b. Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c. Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d. Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e. It is stated that the outcome will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. The outcome is not measurable as stated.
 - b. Part of the outcome as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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Post Secondary Education and/or Training Outcomes

1.2a: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This outcome meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a. Participation in postsecondary education is the focus of this outcome. [Back to top](#)
 - b. Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c. The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d. Enrollment at a community college occurs after graduation, and it is stated that this outcome will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This outcome does not meet I-13 standards for item #1 for the following reasons:
 - a. Participation in learning is the focus of this outcome, but no specific place or program is specified.
 - b. The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a measurable postsecondary outcome for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of education/training.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This outcome meets I-13 standards for item #1 for the following reasons:
 - a. Participation in postsecondary education is the focus of this outcome.
 - b. Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c. Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary outcomes articulated by younger students, than those in their last years of high school. John's outcome could be made more specific by including a phrase such as "will enroll in the general Associates Degree program at...."

** It is not necessary to specify the student's major for the outcome to be measurable, however, increased specificity in postsecondary outcome statements (when the student articulates this information) can improve the relevance of services provided during high school. [Back to top](#)

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This outcome does not meet I-13 standards for item #1 for the following reasons:
 - a. "Plans" does not indicate something that must occur after high school and can be ongoing after exit: "will enroll" would make this a measurable postsecondary outcome.

1.2e: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This outcome meets I-13 standards for item #1 for the following reasons:
 - a. Participation in training is the focus of this outcome.
 - b. Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c. The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d. It is stated in this outcome that the training will occur after graduation.
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1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This outcome does not meet I-13 standards for item #1 for the following reasons:
 - a. Learning about welding is not measurable as stated. This outcome is not measurable, as no criterion or timeframe is identified.
 - b. The expectation for learning, or behavior, is not explicitly stated.
 - c. It is not stated that the outcome will occur after graduation.

1.2g: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

- This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Participation in training is the focus of the outcome.
 - b. “Participation” is an observable behavior. [Back to top](#)

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Enrolling in courses in a postsecondary education environment is the focus of the outcome.
 - b. Enrolling in courses (or not) can be observed.
 - c. The outcome will occur after Jodi leaves high school. [Back to top](#)

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This outcome does not meet the I-13 standards for Item#1 for the following reason:
 - a. “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Enrolling in a course in a postsecondary education environment is the focus of the outcome.
 - b. This outcome corresponds with Alex’s other postsecondary outcome of continuing employment (that is highly math skill focused) with a local business.
 - c. This outcome reflects Alex’s strengths in the area of math. [Back to top](#)

1.2l: Nonexample:

- Alex thinks he’ll major in math in college

- This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. The outcome is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Completing a postsecondary education program is the focus of the outcome statement.
 - b. This outcome is consistent with Lissette's other employment and independent living postsecondary outcomes and could support her attainment of her other outcomes.
 - c. The outcome is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. "Wants" is not measurable.
 - b. There is no component of the outcome statement that indicates the outcome will occur after Lissette's secondary school experience. [Back to top](#)

1.2o: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Attending a center-based program focused on training is the focus of this outcome statement.
 - b. Improving the skills noted is an explicit outcome for Jeremy.
 - c. Improving skills and attending the program are observable outcomes.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. The statement provided is not written as a outcome for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. On-the-job training in a postsecondary environment is the focus of this outcome statement.
 - b. Participation in the training is measurable and is stated as an explicit outcome for Paulo.

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1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. Obtaining employment is not a postsecondary education/training outcome.

1.2s: This is an example of a measurable postsecondary outcome in the domain of education/training.

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Participation in training is the focus of the outcome.
 - b. Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This outcome does not meet I-13 standards for Item #1 for the following reason:
 - a. “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b. This outcome does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable outcome for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

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1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary outcome statement. The following examples illustrate outcomes that meet the criteria for measurable postsecondary outcomes for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a measurable post-secondary outcome in the domains of education and employment.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Enrolling in a four-year college is observable.
 - b. Obtaining an undergraduate degree in history and education is measurable.
 - c. Becoming a high school social studies teacher is also observable.
 - d. The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e. These outcomes logically must occur after high school (and it is stated that the outcome will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. It occurs before Jason will have left high school.
 - b. “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a measurable post-secondary outcome in the domains of education/training, employment, and independent living.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this outcome.
 - b. Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not. [Back to top](#)
 - c. Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d. Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e. It is stated that the outcome will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. The outcome is not measurable as stated.
 - b. Part of the outcome as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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Postsecondary Outcomes: Independent Living

EXAMPLES (1.4a – 1.4n, 1.5c & 1.5d)

1.4a: This is an example of a measurable postsecondary outcome in the domain of independent living.

Example:

- Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Participation in independent living skill development, specifically community participation, is the focus of this outcome.
 - b. Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.
 - c. The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.
 - d. It is stated in this outcome that the instruction will occur after graduation.

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1.4b: Nonexample:

- Lissette will learn to use the bus system.
 - This outcome does not meet I-13 standards for item #1 for the following reasons:
 - a. Participation in independent living, specifically community participation, is the focus of this outcome.
 - b. The expectation for learning, or behavior, is not explicitly stated.
 - c. It is not stated that the outcome will occur after high school.

1.4c: This is an example of a measurable postsecondary outcome in the domain of independent living.

Example:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
 - This outcome meets I-13 standards for item #1 for the following reasons:
 - a. Participation in independent living skill development, specifically residential skills, is the focus of this outcome.
 - b. Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
 - c. The expectation, or behavior, is explicit.
 - d. It is stated in this outcome that the outcome will occur after graduation.

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1.4e: This is an example of a measurable post-secondary outcome in the domain of independent living.

Example:

- Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.
 - This outcome meets I-13 standards for item #1 for the following reasons:
 - a. Participation in independent living skill development, specifically community recreational activities, is the focus of this outcome.
 - b. Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
 - c. The expectation, or behavior, is explicit, as in Paulo performs the required activities or he does not.
 - d. It is stated that the outcome will occur after graduation.

1.4g – 1.4i: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating measurable postsecondary outcomes in the domain of independent living.

Example:

- 1.4g: After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- 1.4h: After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- 1.4i: After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.

- The above outcomes meet I-13 standards for Item #1 for the following reasons: [Back to top](#)
 - Each outcome is focused on Rolanda’s independent living (residential, self-care, community participation, communication skills).
 - a. Each outcome is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.
 - b. There are criteria for performing the postsecondary outcomes that make them explicit and observable.
 - c. The outcomes are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

1.4j: Nonexample:

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
 - This outcome does not meet I-13 standards for Item #1 on for the following reasons:
 - a. While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
 - b. “Practice increasing” is an activity toward an outcome of effective communication skills.

1.4k – 1.4m: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating measurable postsecondary outcomes in the domain of independent living.

Example:

- 1.4k: After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- 1.4l: Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
- 1.4m: After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.
 - The above outcomes meet I-13 standards for Item #1 for the following reasons:
 - a. Each outcome is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
 - b. Each outcome is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
 - c. There are criteria for performing the postsecondary outcomes that make them explicit and observable.
 - d. The outcomes are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

1.4n: Nonexample:

- Kevin enjoys watching DVD's, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.
 - This outcome does not meet I-13 standards for Item #1 on for the following reasons:
 - a. While this information includes a consideration for Kevin's preferences and interests, he has already developed this skill. [Back to top](#)
 - b. No timeframe or date is stated for this outcome. It is stated as an activity that is currently happening rather than a outcome for the future.
 - c. "Enjoys" is neither observable nor measurable.
 - d. This is a statement of Kevin's preferences, not what he will do after exiting secondary education.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary outcome statement. The following examples illustrate outcomes that meet the criteria for measurable postsecondary outcomes for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5c: This is an example of a measurable post-secondary outcome in the domains of education/training, employment, and independent living.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This outcome meets I-13 standards for Item #1 for the following reasons:
 - a. Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this outcome.
 - b. Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c. Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d. Participating in employer-offered job skill training will occur in conjunction with Stephanie's employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e. It is stated that the outcome will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This outcome does not meet I-13 standards for Item #1 for the following reasons:
 - a. The outcome is not measurable as stated.

- b. Part of the outcome as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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Transition Assessments –see TRIPSCY

<http://www.uvm.edu/~cdci/tripscy/?Page=TransPlanRes.html&SM=TnsSubmenu.html>

Below are 2 screen shots from the free assessment guide on TRIPSCY. This is an A-Z guide with information on over 100 transition assessments.

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AssessGuideComplete.pdf - Adobe Reader	
File Edit View Document Tools Window Help	
3-32 (80 of 145) 102% Find	
Test name	Brigrance Life Skills/Employability Skills Inventories
Web site	http://www.curriculumassociates.com
What is measured	The Life Skills Inventory evaluates the basic skills and functional life skills in the context of real world situations. Employability Skills Inventory assesses basic and employability skills in the context of job seeking and on-the-job.
Target groups	Secondary special education, vocational education and ESL programs. Spanish version available.
How normed	Criterion referenced. Each inventory is based on observable functions and sequenced by task analysis.
Qualifications required to administer	Assessment can be completed by a paraprofessional under professional supervision.
How administered	Paper and pencil. Inventory binder and student/class record keeping documents are inclusive of all necessary items.
Time needed for administration	Administration time varies, but individual assessments are reported to take 10-20 minutes each depending on the learner.
How scored	Hand-scored.
Cost	LSI/ESI Manuals are \$89.95 each and are reusable. Learner record books are \$24.95 for 10, and program record books are \$12.95 each.
Reliability and validity	
Publisher's address and phone	Curriculum Associates, Inc. 153 Rangeway Road • N. Billerica, MA 01862 800-225-0248 • http://www.curriculumassociates.com
Test name	Campbell Interest and Skill Survey (CISS)
Web site	http://www.pearsonassessments.com/tests/ciss.htm
What is measured	The CISS measures self-reported vocational interests and skills.

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Inviting the student to the IEP team. US DOE special education regulations

<http://www.ed.gov/legislation/FedRegister/finrule/2006-3/081406a.pdf>

§ 300.321 IEP Team

(a) *General*. The public agency must ensure that the IEP Team for each child with a disability includes—

(7) Whenever appropriate, the child with a disability. (b) *Transition services participants*.

(1) In accordance with paragraph (a)(7) of this section, the public agency must invite a child with a disability to attend the child's IEP Team meeting if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under § 300.320(b).

(2) If the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.

SERVICE COORDINATION

9: "The term service coordination reflects current concepts of family and person-centered philosophies, and emphasizes the central role the individual/family plays in identifying needed services. Service coordination will assist individuals and families in working with complex systems across agency lines, and will enhance their ability to live full lives in the community and school."

Source: Minnesota System of Interagency Coordination. (2001, Spring). Service coordination for children and youth with disabilities ages 3-21. Minneapolis, MN: Author.

IDEA 2004 requires that, “to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services” (300.321 [b][3]).

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COURSES OF STUDY

11: [Courses of study](#) are defined as a description of coursework to achieve the student’s desired post-school outcomes, from the student’s current to anticipated exit year.

Specialized course of study must include:

- A multi-year description of coursework to achieve the student’s desired post-school outcomes, from the student’s current to anticipated exit year

Multi-Year plan must include:

- A multi-year list of graduation requirements not able to meet based on the effect of student’s disability
- Alternative means to meet graduation requirements
- Signature of superintendent or designee

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NSTTAC Indicator 13 Checklist: Form B*

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary outcomes that are annually updated and based upon age appropriate transition assessment(s), transition services, including courses of study, that will reasonably enable the student to meet those postsecondary outcomes, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or adult student.

Questions	<i>Postsecondary Goals/Outcomes</i>		
	Education/ Training	Employment	Independent Living
1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	Y N	Y N	Y N NA
For the current year, is there documented evidence in the IEP or cumulative folder that the student was invited to attend the IEP Team meeting? <input type="checkbox"/> If yes, then circle Y OR if no, then circle N			
2. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?	Y N	Y N	Y N NA
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development including but not limited to: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or student, for a student the age of majority)? <input type="checkbox"/> If yes to both, then circle Y <input type="checkbox"/> If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N <input type="checkbox"/> If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA <input type="checkbox"/> If parent or individual student consent (when appropriate) was <i>not</i> provided, circle NA			
3. Is there an appropriate measurable postsecondary goal/outcome or goals/outcomes in this area?	Y N	Y N	Y N NA
Can the goal(s)/outcome(s) be counted? Will the goal(s)/outcome(s) occur <i>after</i> the student graduates from school? Based on the information available about this student, does (do) the postsecondary goal(s)/outcome(s) seem appropriate for this student? <input type="checkbox"/> If yes to all three, then circle Y OR if a postsecondary goal(s)/outcome(s) is (are) <i>not</i> stated, circle N			
4. Is (are) the postsecondary goal(s)/outcome(s) updated annually?	Y N	Y N	Y N NA
Was (were) the postsecondary goal(s)/outcome(s) addressed/ updated in conjunction with the development of the current IEP? <input type="checkbox"/> If yes, then circle Y OR If the postsecondary goal(s)/outcome(s) was (were) <i>not</i> updated with the current IEP, circle N			
5. Is there evidence that the measurable postsecondary goal(s)/outcome(s) were based on an age appropriate transition assessment?	Y N	Y N	Y N NA
Is the use of transition assessment(s) for the postsecondary goal(s)/outcome(s) mentioned in the IEP or evident in the student's file? <input type="checkbox"/> If yes, then circle Y OR if no, then circle N			
6. Is (are) there annual IEP goal(s) related to the student's transition services needs?	Y N	Y N	Y N NA
Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs? <input type="checkbox"/> If yes, then circle Y OR if no, then circle N			
7. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)/outcome(s)?	Y N	Y N	Y N
Is a type of <i>instruction, related service, community experience, or development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation</i> listed in association with meeting the postsecondary goal(s)/outcome(s)? <input type="checkbox"/> If yes, then circle Y OR if no, then circle N			
8. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)/outcome(s)?	Y N NA	Y N NA	Y N NA
Do the transition services include courses of study that align with the student's postsecondary goal(s)/outcome(s)? <input type="checkbox"/> If yes, then circle Y OR if no, then circle N			
Does the IEP meet the requirements of Indicator 13? (Circle one)			
Yes (all Ys or NAs for each item [1-8] on the checklist included in the IEP are circled) or No (one or more Ns circled)			

* Vermont Department of Education made two modifications to the NSTTAC Checklist; 1) "Postsecondary goal" was altered to "postsecondary goal/outcome" to avoid confusion with annual transition goals; 2) the questions were reordered to following the alignment of the Vermont Department of Education Transition Plan pages of Form 5 (IEP).

Online Secondary Transition Resources ---quick guide

TRIPSCY – Online Transition resource center;

Google TRIPSCY

<http://www.uvm.edu/~cdci/tripscy/?Page=TransHome.html&SM=TnsSubmenu.html>

Transition Learning Community wiki (TLC workshops)

Google “tlcworkshops.pbworks.com”—Sign in to become a user and you’ll receive updates

<http://tlcworkshops.pbworks.com/>

Transition Coalition – Vermont transition training module (Professional Development)

www.transitioncoalition.org --log in to become user

NSTTAC Indicator 13 Professional Development website

Very difficult to find unless you type the exact URL or go in through the guidance document or field memo

http://www.nsttac.org/tm_materials/Default.aspx